

# No Child Left Behind: The Path to 2014



"NCLB benefits and empowers children, parents, teachers, and schools. America is challenging the soft bigotry of low expectations; ending the shuffling of children through the system; and building an education system that prepares children for the demands of the global economy."

President George W. Bush



# No Child Left Behind: The Path to 2014

## **NCLB passed with overwhelming bipartisan support:**

- 87-10 in the Senate and 381- 41 in the House
- Signed by President Bush on January 8, 2002

### **Key Principles:**

- Annual math and reading assessments in grades 3-8 and once in high school
- Report overall achievement and progress made by different groups of students
- Hold schools accountable for results
- Provide parents with information and options
- Require a Highly Qualified Teacher in every classroom; especially where the need is highest
- States set achievement standards and create tests aligned to those standards

**The Mission: All children learning on grade level by 2014.**

# No Child Left Behind: The Path to 2014

## Myth

## Fact

•NCLB is **federalizing** education

•Federal government sets the goal; **States determine how to achieve it**

•We **can't meet the goal** of *all* students learning on grade-level in reading and math by 2014

•**Progress is being made in many schools around the country**

•**Parents & citizens deserve an education system that at a minimum ensures kids are learning at grade-level.**

•NCLB is an **unfunded mandate**

•Federal **K-12 spending increased 41% from 2001 to 2006**

•About **\$2 billion** has been allocated to **develop state assessments**

•**GAO** says NCLB is **not an "unfunded mandate"**

•Unfairly labels schools as **failing**

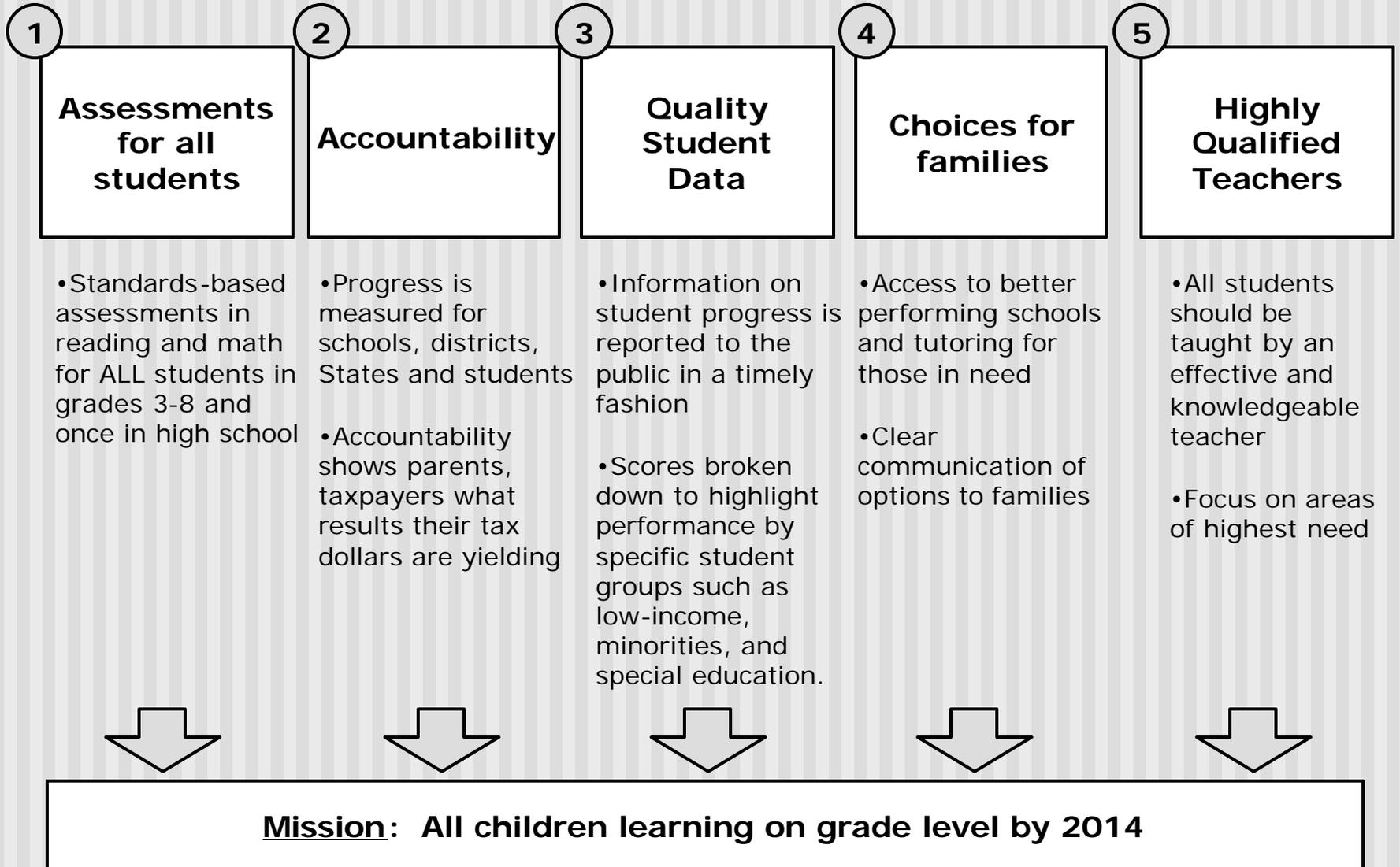
•Under NCLB, **no schools are labeled failing; instead identified for improvement**

•Schools in need of improvement **qualify for additional resources**

•Forces teachers to **"teach to the test"**

•**Good testing pinpoints where students are falling behind, where they are excelling, and allows teachers to focus instruction** where it's needed most for each individual student.

# No Child Left Behind: The Path to 2014

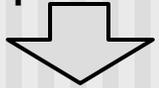


# No Child Left Behind: The Path to 2014

NCLB may be the "greatest civil rights education statute that has ever been passed."\*

1 Assessments for all

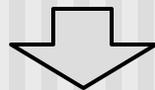
Schools and districts must show achievement scores and progress for **the total population**



All students

**AND**

For the first time, schools and districts must show achievement scores and progress for separate **racial/ethnic student groups** such as:



White

African-American

Hispanic

Asian

Native American

**AND**

For the first time, schools and districts must show achievement scores and progress for **three other student groups**



Special Education

Low-income

Limited English Proficient

**RESULT**

More information for parents and teachers to help students

# No Child Left Behind: The Path to 2014

*"Student achievement is up across the board in both reading and math. We're seeing the results of the NCLB reforms..."\**

2 Accountability



## **Standards Assessments Targets**

- States **set achievement standards** for learning

- States **create assessments** (tests)
- **Annual math and reading** in grades 3-8 and once in high school
- **Science tests in each grade span** by 2008

- States set annual goals to **reach 100% grade level proficiency by 2014**

## **AYP**

- If schools and districts **meet their annual academic goals**, they are making "adequate yearly progress" (AYP)

## **Report cards**

- **Public reporting** of student scores keeps parents and taxpayers informed
- **Scores are broken down** to show overall achievement and progress made by different groups of students

## **Choices**

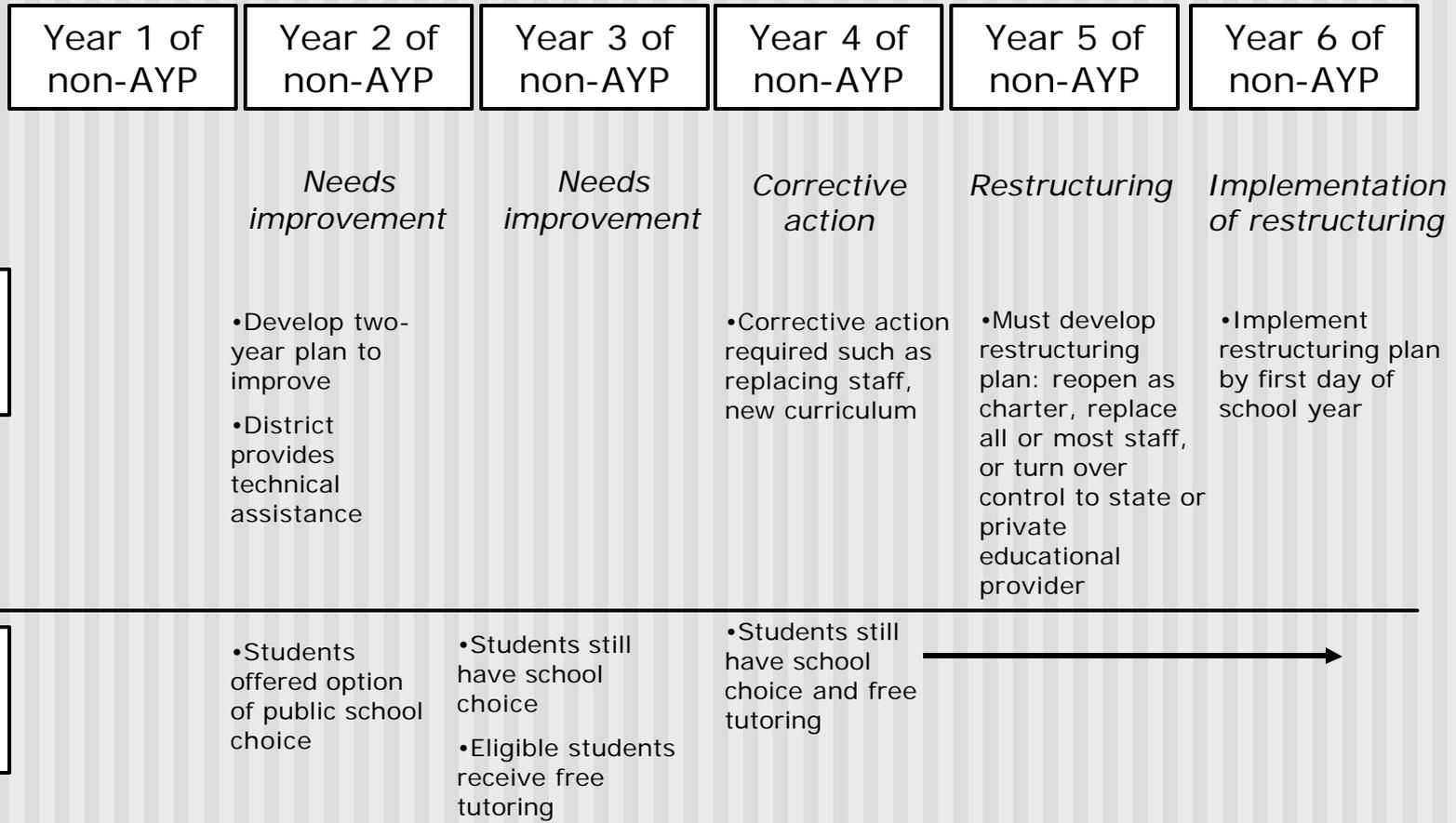
- Chronically underperforming schools or districts mean **choices for families**
- **Additional resources for schools in need of improvement**

\*Source: Sen. Edward Kennedy, D-MA

# No Child Left Behind: The Path to 2014

"We use NCLB to set the targets we want to hit. We align all our actions and resources to hit those targets. And we believe the kids can do it."\*

2 Accountability



\*Source: Laura Schwalm, Superintendent, Garden Grove Unified School District, Garden Grove, California

# No Child Left Behind: The Path to 2014

*"Thanks to this law...I'm not worried that I don't know what's happening with my children in school."\**

3 Data

- Parents now have **access to quality information on student progress** to help them make informed choices for their children:
  - **Report cards:** Detailed information about how students, schools, districts and States are performing in math and reading
  - Parents are notified about their **schools' identification status**, what it means and the reasons for the identification
  - NCLB gives parents of Title I students the right to know about the **qualifications of their teachers**

# No Child Left Behind: The Path to 2014

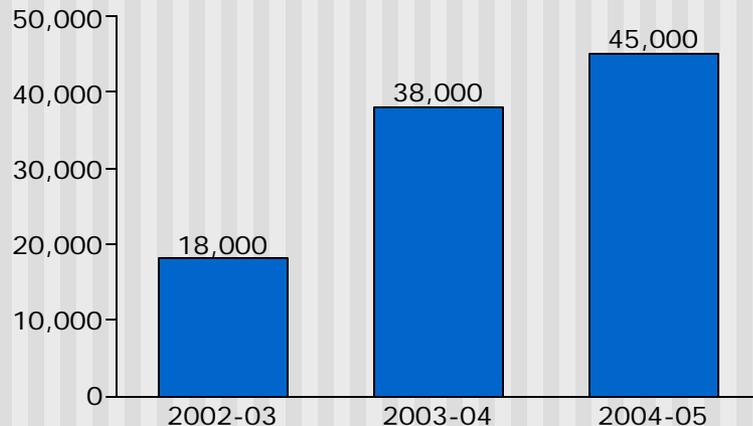
*"We must empower parents to demand more from our schools."\**

4 Choices for families

## Public school choice

- Option for eligible students to move to another public school with transportation paid by the district.

Number of students participating in Title I public school choice

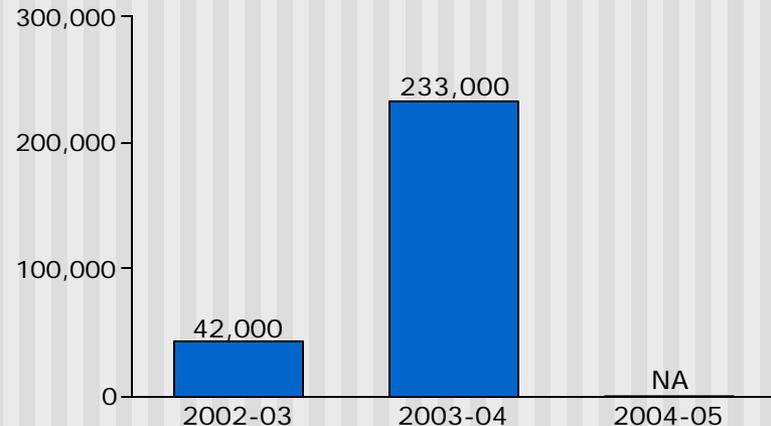


*We still have a long way to go. Participation is growing, but only ~1% of eligible students are exercising school choice*

## Supplemental Educational Services

- Option for eligible students to receive extra academic help, such as free tutoring.

Number of students participating in Title I supplemental educational services



*We still have a long way to go. Participation is growing, but only 10-20% of eligible students are receiving SES*

\*Source: Quote from Secretary Spellings

Data from *National Assessment of Title I: Interim Report*, National Center for Educational Evaluation and Regional Assistance, 2006.

# No Child Left Behind: The Path to 2014

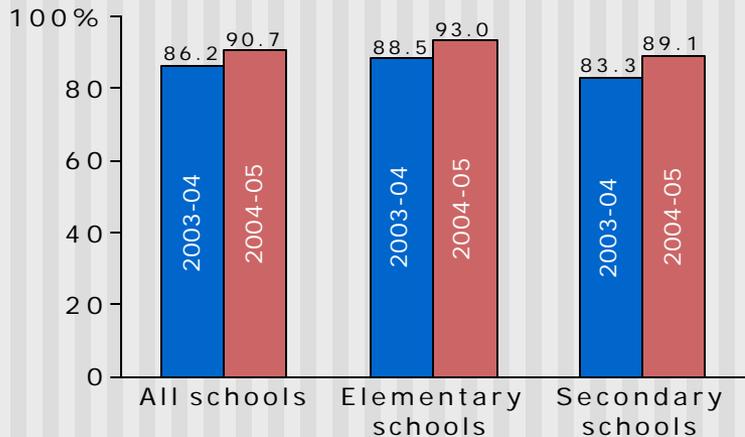
*"I am a better teacher today than I was five years ago because of No Child Left Behind."\**

5 Highly qualified teachers

**A Highly Qualified Teacher (HQT)** must have a bachelor's degree, full state certification or licensure, and demonstrated subject area competence in each core academic subject he/she teaches.

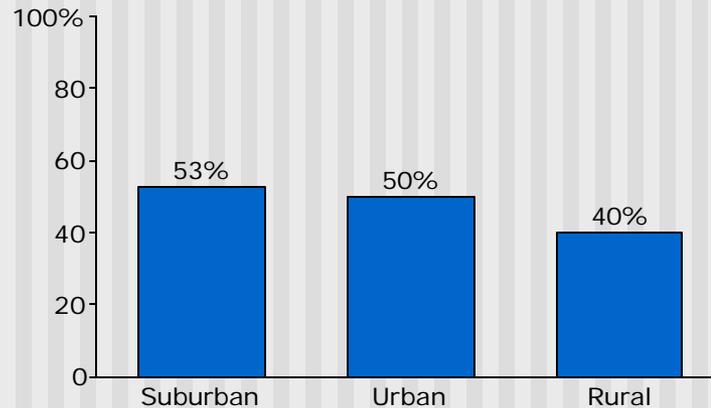
Significant progress has been made towards ensuring 100% of teachers are Highly Qualified...

Percent of core classes taught by a Highly Qualified Teacher



... though some high need areas still lag behind in teacher quality

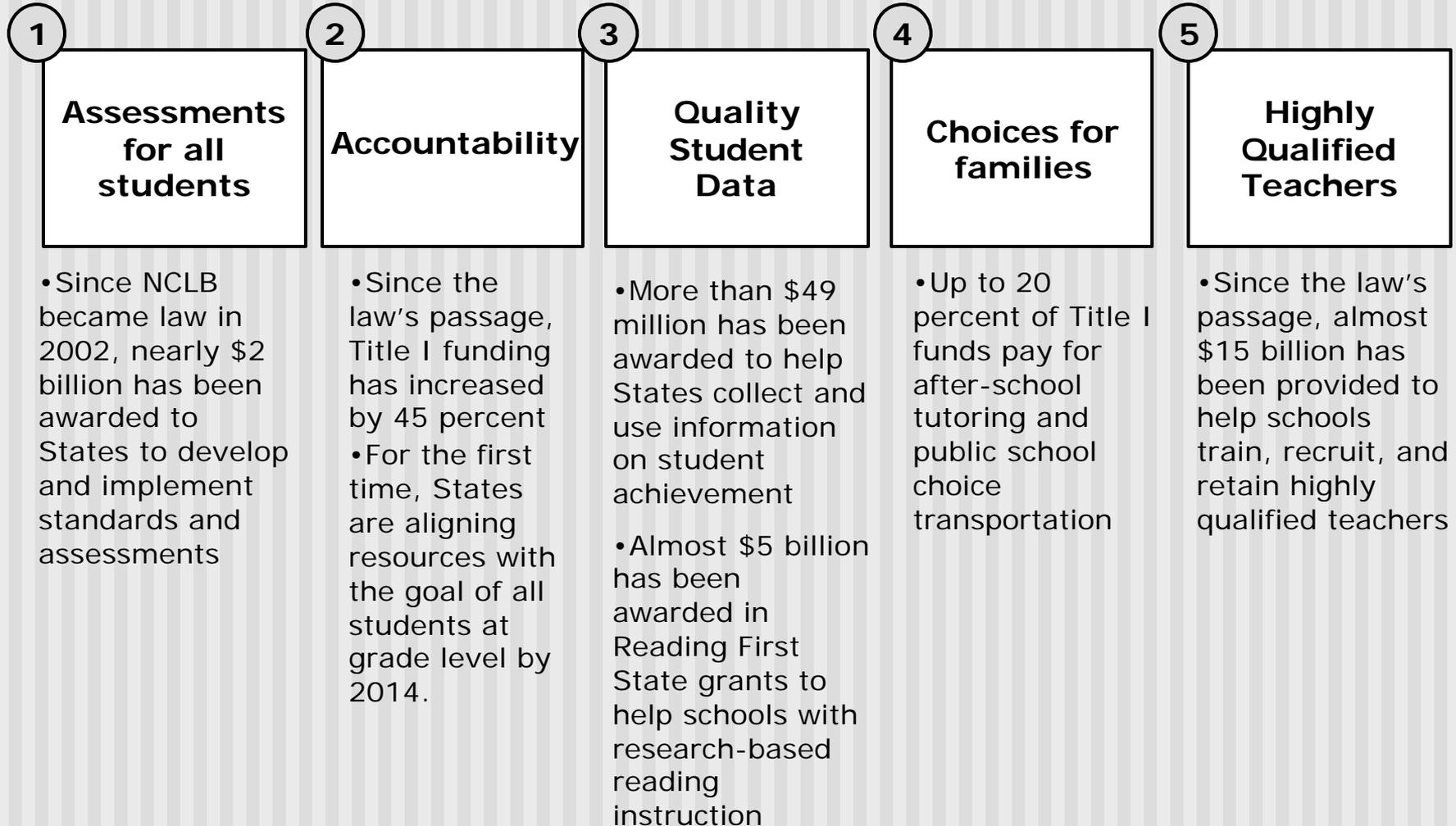
Percent of Highly Qualified Teachers with a degree in the field they teach (2004-05)



Source: Title I report, Consolidated State Performance Reports (Preliminary state reported data as of 3/22/06), NLS-NCLB

\*Source: Karen Azzinnaro, Educational Service District 101 (Cheney, Washington) 2006 Teacher of the Year

# No Child Left Behind: The Path to 2014



# No Child Left Behind: The Path to 2014

## Next Steps

**What?**

No Child Left Behind

Improving High Schools

American Competitiveness Initiative

**Why?**

- The foundation of NCLB has been laid
- There is still work to be done

- Students are not getting the skills to compete in the global economy

- America is falling behind in math and science

**How?**

- Reauthorize NCLB to enable us to run faster towards the goal of all students at grade level in 2014

- High School Reform Initiative, \$1.5 billion
- Academic Competitiveness (AC) Grants, \$790 million
- Advanced Placement Incentive Program, \$122 million
- Adjunct Teacher Corps, \$25 million
- Striving Readers, \$100 million
- State Scholars

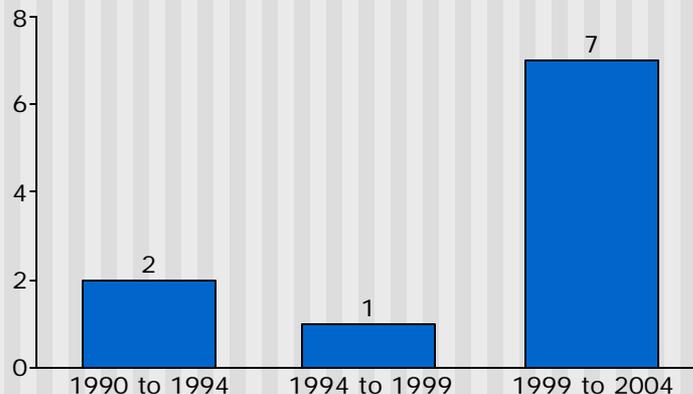
- National Math Panel
- Math Now, \$250 million
- Advanced Placement Incentive Program, \$122 million
- Adjunct Teacher Corps, \$25 million
- National Security Language Initiative, \$114 million
- AC/SMART Grants, \$790 million
- Academic Competitiveness Council

*"No Child Left Behind has required the school system to work more diligently...and that's a good thing."\**

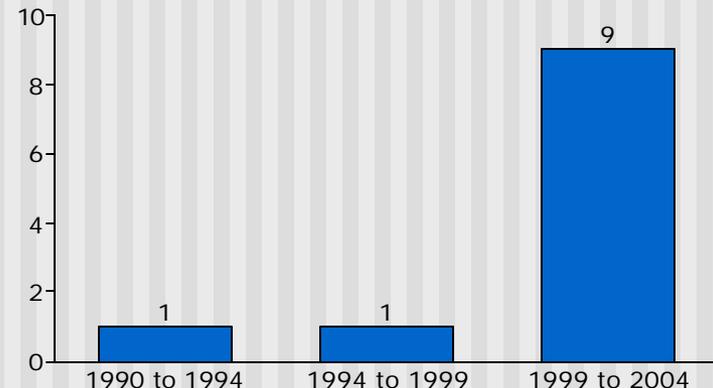
## No Child Left Behind is Working

- Our 9-year-olds **have made more reading progress in the last 5 years than in the previous 28 combined.**
- Today, there are 235,000 **more children** doing math at grade level, enough to fill 500 elementary schools.
- Scores are at **all-time highs** for African-American and Hispanic students.
- Achievement gaps in reading and math have reached record lows between African-American and Hispanic nine-year olds and their peers.

NAEP 4th grade reading, gains in scale scores



NAEP 4th grade math, gains in scale scores

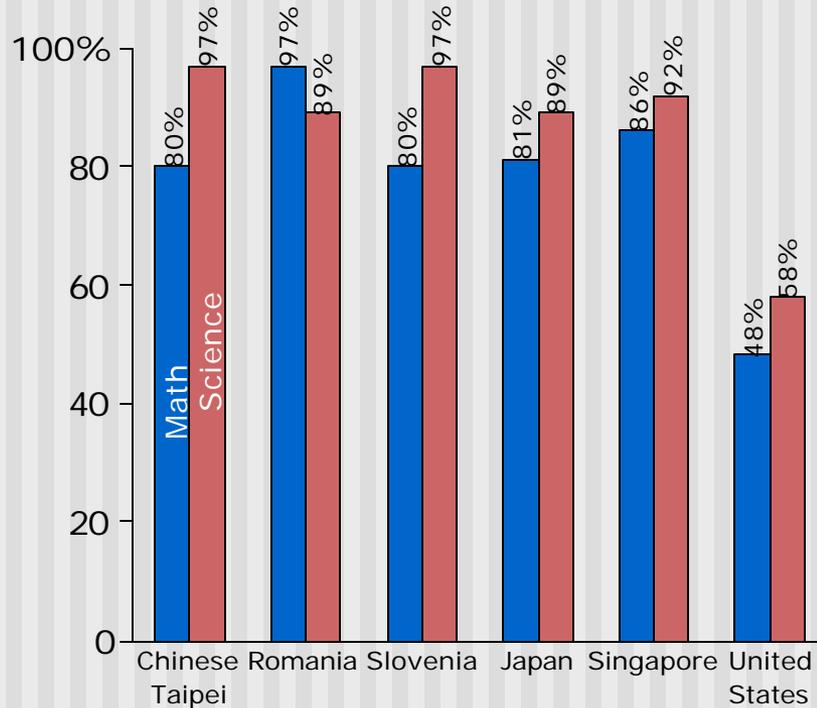


*“In the 21<sup>st</sup> century, economic power will be derived from skills and innovation. Nations that don’t invest in skills will weaken; it is that straightforward” \**

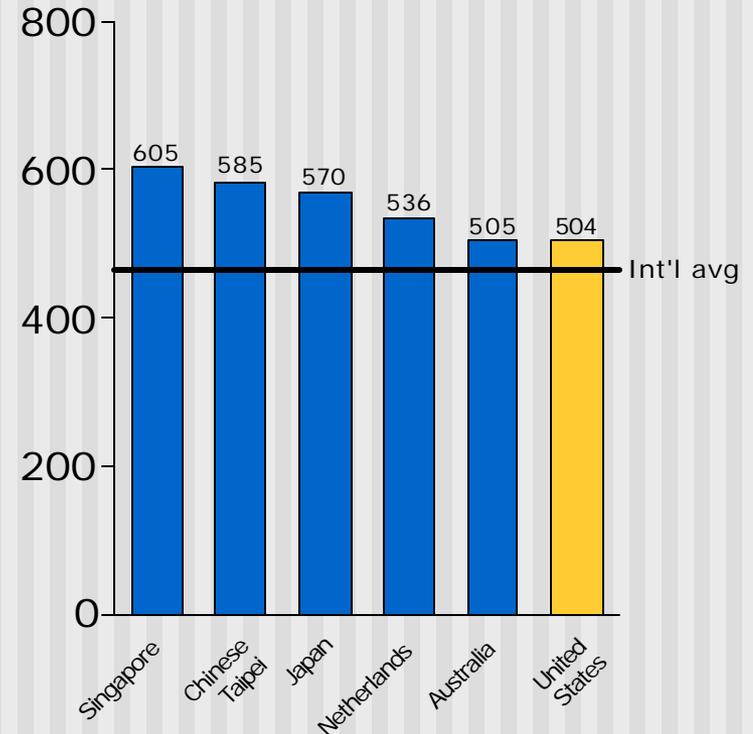
In today’s global economy, knowledge of math and science are paramount. Employers need workers with “pocket protector” skills—creative problem-solvers with strong math and science backgrounds.

**However, the 2003 Trends in International Math and Science Study indicates we have fallen behind**

Percent of teachers with major in field



Math scores, 8th grade

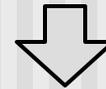
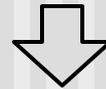
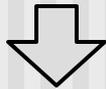


\*Source: Louis Gerstner Jr., former chairman and CEO, IBM

# No Child Left Behind: The Path to 2014

## The President's American Competitiveness Initiative

•The President's plan will devote \$380 million to strengthen K-12 math and science education. It will build on the success of No Child Left Behind and increase academic rigor across the board.



### National Math Panel, Math Now Programs

- will provide research based strategies for math instruction to help struggling students

### AP Incentive Program

- will increase the number of students taking AP-IB tests to 1.5 million and will train 70,000 additional teachers to lead AP-IB math, science, and critical language courses.

### Adjunct Teacher Corps

- will encourage 30,000 math, science professionals to teach

### Academic Competitiveness / SMART Grants

- will provide increased funds for low-income students who take a rigorous academic curriculum in high school and pursue math, science, or critical-need foreign language majors in college.

# The President's High School Reform Initiative

*"High schools are failing to prepare too many of our students for work and higher education"*

## Challenge

- Every year, about 1 million students drop out of high school
- These students cost our nation more than \$260 billion in lost wages, lost taxes, and lost productivity over their lifetimes.
- The Nation's long-term trend report card has **no progress for high school students in 30 years.**
- A recent Gates Foundation study showed nearly 50 percent of dropouts said they left school because their classes were boring and not relevant to their lives.

## Solution

- Extends NCLB principles of accountability and high standards into high schools
- Emphasizes rigorous coursework in order to ensure schools providing high-quality education to all students

# No Child Left Behind: The Path to 2014

No Child Left Behind has laid a solid foundation of achievement. But to meet our 2014 goal, we must do even more.

In deciding how to help States reach this goal, the Department of Education asks the following questions:

- Does this policy get us closer to having all students doing **grade level work** in reading and math by 2014?
- Does this policy put students and **student achievement** first?
- Does this policy help close the **achievement gap**?
- Does this policy put **quality information** in parent's hands so they can make informed choices for their children?
- Does this policy help ensure the most **effective teachers** are in the highest need schools?
- Is this policy based on sound, accurate **data and research**?

# No Child Left Behind: The Path to 2014

## NCLB State Requirements

- 2002-2003 - Challenging academic content and achievement standards for all students in reading/language arts and mathematics.
- 2005-2006 - A state assessment system for annual tests in reading/language arts and mathematics in grades 3–8, and for a single test in grades 10–12.
- 2005-2006 - Have science standards in place.
- 2007-2008 - Assess every student in science at least once in each of these grade spans: 3–5, 6–9, and 10–12.
- Align state standards with assessments.
- 2013-2014 - Have all students attain a level of proficiency, as measured by state assessments.

**source: TEA**

# No Child Left Behind: The Path to 2014

## NCLB State Requirements (continued)

- Provide school districts assistance in developing parental involvement programs for the district and the schools.
- Identify the number of limited English proficient (LEP) students and help develop an English proficiency test if local school districts are unable to do so.
- Develop instructional benchmarks defining the language proficiency LEP students should attain.
- Include LEP students and disabled students in the academic assessments required of all other students.
- Disseminate an annual student performance report card that provides parents and community representatives with comparative statewide information for all local school districts based on state assessments.

**source: TEA**

# Fact Sheet

## Six Years of Student Achievement Under No Child Left Behind

The 2007 Nation's Report Card shows, No Child Left Behind (NCLB) is helping raise achievement for all kinds of children, in all kinds of schools, in every part of the country. Students are achieving record success, with minority students, poor students, and students with disabilities reaching all-time highs in a number of areas. As a result, the achievement gap is beginning to close.

The **Nation's Report Card**, released this fall, shows across-the-board improvement in 4th and 8th grade reading and math nationwide.

- In reading, scores for 4th graders were the highest on record.
- In math, scores for 4th and 8th graders were the highest on record.

# Fact Sheet

## Six Years of Student Achievement Under No Child Left Behind (cont)

**African-American and Hispanic students are making significant progress, posting all-time highs in a number of categories.**

- In 4th grade reading, the achievement gap between white and African-American students is at an all-time low.
- In math, 4th and 8th grade African-American students achieved their highest scores to date.
- In 4th grade reading and in 4th and 8th grade math, Hispanic students set new achievement records. In reading, Hispanic 8th graders matched their all-time high.

# Fact Sheet:

## Six Years of Student Achievement Under No Child Left Behind (cont)

**During The Past Six Years, We Have Seen That No Child Left Behind Is Working, And Now It Is Time To Make This Law Even Stronger**

**The President has sent Congress several proposals to help strengthen NCLB:**

1. We need to increase flexibility for States and districts to help them turn around struggling schools.
2. We need to empower parents with more choices.
3. We need to increase support for struggling students and underperforming schools.
4. We need to reward our best teachers and encourage good instructors to take jobs in underperforming schools.
5. We need to make sure our children graduate prepared for the jobs of the 21st century.

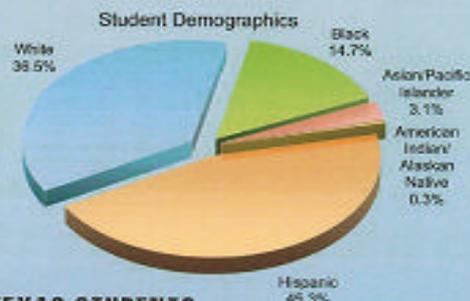
# About the NCLB Law

## Does the law expire?

The law never expires. The reauthorization gives us an opportunity to strengthen the law.

- Progress cannot be measured over time, year after year, unless you have annual measurements. We are in a place where every state has that kind of system. We are now able to follow 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders through the system and have a better picture of how we are doing.
- Progress/accountability combined with measured success is a positive sign that *strengthens the law and dissuades the critics of the NCLB Act*. At some point in the very near future our public education will once again be the envy of the world and the credibility it once had will be restored.

## TEXAS AT A GLANCE



Source: National Center for Education Statistics (NCES), Common Core of Data, 2004-05 School Year

### TEXAS STUDENTS

	Texas	United States
Total Students	4,525,394	49,676,964
Low-Income Students	48.2%	40.9%
Limited English Proficient	15.7%	8.5%
Students with Disabilities	11.3%	13.6%

Source: National Center for Education Statistics (NCES), Common Core of Data, 2005-06 School Year

### TEXAS SCHOOLS

	Texas	United States
Number of Schools	8,841	98,905
Schools Making Adequate Yearly Progress	6,447 (90.7%)	64,546 (70%)
Schools in Need of Improvement	278	10,676
Schools in Restructuring	24	2,302

Source: Consolidated State Performance Report, 2004-07 & NCES CCD, 2005-06

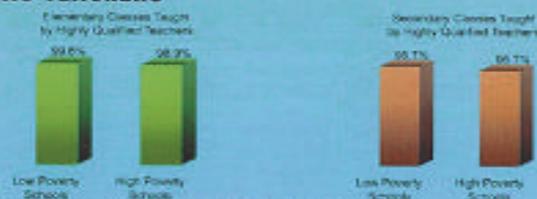
### TEXAS FACTS AND FIGURES

Total NCLB Funding (2007): \$1,969,706,450; a 70% increase over 2001 levels  
Public AYP Release Date: August 2007

Testing System Status:

Approved     Approval Expected     Approval Pending

### TEXAS TEACHERS



Source: Consolidated State Performance Reports, 2006-07

For more information visit [www.ed.gov](http://www.ed.gov)

# MAPPING TEXAS' EDUCATIONAL PROGRESS 2008



Every day, we learn what works so students can make greater progress. Six years after No Child Left Behind's passage – and mid-way to the nation's goal of having students on grade level or better in reading and math by 2014 – we have collected more data than ever before about the academic performance of our students and schools. This information enables all of us to chart where we are as individual states and as a nation and to map a course of action for future progress. The foundation of our success will depend on our continued commitment to the following core principles:

- ◆ High Standards
- ◆ Annual Assessments
- ◆ Accountability for Results
- ◆ Highly Qualified Teachers in Every Classroom (HQT)
- ◆ Information and Options for Parents
- ◆ All Children on Grade Level By 2014



## TEXAS' RECORD OF ACHIEVEMENT

Reading Achievement for 2006-2007

	Texas 4 <sup>th</sup> Graders			Texas 8 <sup>th</sup> Graders		
	State Data- % Proficient	NAEP Data- % Basic	NAEP Data- % Proficient	State Data- % Proficient	NAEP Data- % Basic	NAEP Data- % Proficient
All	83%	66%	30%	88%	73%	28%
White	91%	80%	44%	94%	86%	43%
Black	75%	51%	17%	84%	61%	14%
Hispanic	78%	58%	21%	83%	64%	16%
Low Income	77%	53%	17%	82%	62%	15%

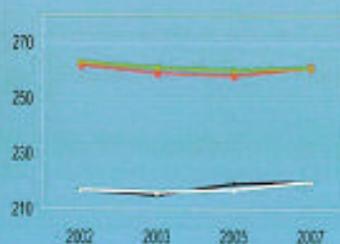
Math Achievement for 2006-2007

	Texas 4 <sup>th</sup> Graders			Texas 8 <sup>th</sup> Graders		
	State Data- % Proficient	NAEP Data- % Basic	NAEP Data- % Proficient	State Data- % Proficient	NAEP Data- % Basic	NAEP Data- % Proficient
All	85%	87%	40%	72%	78%	35%
White	92%	95%	59%	83%	90%	53%
Black	78%	76%	21%	61%	64%	16%
Hispanic	81%	84%	30%	65%	70%	23%
Low Income	80%	82%	27%	63%	68%	21%

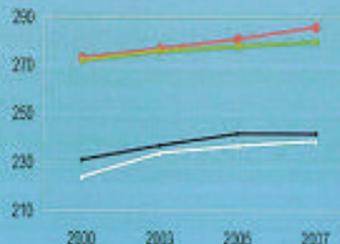
Source: Texas Testing Data and 2007 National Assessment of Educational Progress (NAEP) Data

## ACHIEVEMENT TRENDS

Texas Reading Achievement



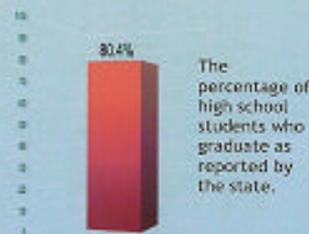
Texas Math Achievement



Source: National Assessment of Educational Progress (NAEP)

## PREPARING TEXAS STUDENTS FOR SUCCESS

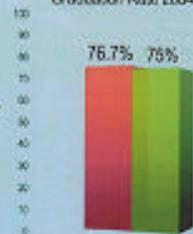
Texas' High School Graduation Rate 2006



Source: Consolidated State Performance Report, 2006-07

Averaged Freshman Graduation Rate 2004

The Averaged Freshman Graduation Rate (AFGR) is a reliable definition for comparing across the states the percentage of students who graduate on time.



Source: National Center for Education Statistics (NCES)

High School Students Taking Advanced Placement Exams

Source: College Board

	Texas	Nation
High School Students Taking Advanced Placement Exams	64,322 (27.0%)	666,067 (24.2%)

## OPTIONS FOR PARENTS

	# of Eligible Texas Students	% of Eligible Texas Students Participating	% of Eligible Students Participating Nationally
Tutoring	Not Available	Not Available	529,627 (14.5%)
Choice	Not Available	Not Available	119,988 (2.2%)

Source: Consolidated State Performance Report, 2006-07

## FLEXIBILITY OPTIONS FOR STATES-TEXAS

Teacher Incentive Fund	Houston Independent School District, Dallas Independent School District, School of Excellence in Education, University of Texas System
Limited English Proficient Partnership	Participating
Flexibility for Students with Disabilities	Not Participating
Tutoring Pilot	Not Participating
Growth Model	Not Participating
Districts in Need of Improvement Pilot	Not Participating

# No Child Left Behind: The Path to 2014

“If we ensure that America's children succeed in life, they will ensure that America succeeds in the world.”

President George W. Bush



# Contact Information

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# Special Topics Section

“When we passed the ***No Child Left Behind Act***, we made a commitment to raise the bar for all our students—regardless of their race, income level, or zip code.”

— *Secretary of Education*  
Margaret Spellings

# NCLB Growth Model

"A growth model is a way for states that are raising achievement and following the bright-line principles of *No Child Left Behind* (NCLB) to strengthen accountability," Secretary Spellings said. "I believe that extending the growth model pilot for the 2007-2008 school year will promote two important goals.

- It will allow states another effective way of measuring adequate yearly progress (AYP) by measuring individual student growth over time
- It will continue to expand the flexibility available to states under *No Child Left Behind*."

# Growth Model Core Principles

- Ensure all students are proficient by 2014 and set annual state goals to ensure the achievement gap is closing for all groups of students identified in the law;
- Set expectations for annual achievement based upon meeting grade-level proficiency, not based on student background or characteristics;
- Hold schools accountable for student achievement in reading/language arts and mathematics separately;
- Ensure that all students in tested grades are included in the assessment and accountability system, hold schools and districts accountable for the performance of each student subgroup, and include all schools and districts;

# Growth Model Core Principles *(cont'd)*

- Include assessments that produce comparable results from grade to grade and year to year in grades three through eight and high school, in both reading/language arts and mathematics; that have been operational for more than one year and have received Full Approval or Full Approval with Recommendations before the state determines AYP based on 2007-2008 assessment results
- Track student progress as part of the state data system; and
- Include student participation rates and student achievement on a separate academic indicator in the state accountability system.

# NCLB Growth Model (Website)

For more information and extensive discussion on the Growth Model Core Principles, please visit:

[http://www.ed.gov/admins/lead/account/growth\\_model/proficiency.html](http://www.ed.gov/admins/lead/account/growth_model/proficiency.html)

# NCLB Policy Letters To States

Policy letters provide guidance and insight on topics of interest to State Educational Agencies (SEAs), school districts, federal program directors, and others in implementing No Child Left Behind.

**School Improvement funds** for this year (info can be found at the third-to-last topic at:

<http://www.ed.gov/policy/elsec/guid/stateletters/index.html>

# President Bush's Commitment to Education

## 2008 Budget Good News for Texas' Children

The President's FY 2008 Education Budget builds on the progress of the last six years, focusing on reform and results. It will strengthen and help reauthorize the No Child Left Behind Act, prepare high school student for success through rigorous and advanced coursework and enable millions of young Americans to afford college. The \$56 billion Education Budget invests wisely on the priorities of our students, schools and tax payers.

<http://www.ed.gov/about/overview/budget/statefactsheets/texas.pdf>

# **New *No Child Left Behind* Regulations** **Flexibility And Accountability For** **Limited English Proficient Students**

- The *No Child Left Behind Act [NCLB]* calls for all students to read and do math at grade level or better by 2014. To reach this goal, the education of Limited English Proficient [LEP] students must be made a top priority.
- The U.S. Department of Education is announcing a new Title I regulation that will help recently arrived LEP students learn English and other subjects while giving States and local school districts flexibility on assessment and accountability under *NCLB*.

## ***New No Child Left Behind Regulations (cont'd)***

- Defines a recently arrived LEP student as an LEP student who has attended schools in the United States for 12 months or less.
- Permits a State to exempt recently arrived LEP students from one administration of the State's reading/language arts assessment.
- Requires a State to include recently arrived LEP students in State mathematics assessments and, beginning in 2007-2008, State science assessments; however—

## ***New No Child Left Behind Regulations (cont'd)***

- Requires a State that exempts recently arrived LEP students from the reading/language arts assessment to publicly report the number of students exempted for this reason.
- Makes clear that States and Local Education Agencies [LEAs] remain responsible for providing appropriate and adequate instruction to recently arrived LEP students so they will gain English language skills and be able to master content knowledge in reading/language arts and other subjects.

## ***New No Child Left Behind Regulations (cont'd)***

*Our schools must be prepared to measure what English language learners know and to teach them effectively.*

**-- Secretary Margaret Spellings**

**For more info on LEP Regulations go to:**

**<http://www.ed.gov/admins/lead/account/lepfactsheet.html>**

# Accountability for Students with Disabilities

## Core Principles

- Statewide assessment participation rates for students with disabilities
- Alternate assessments in reading/language arts and mathematics
- Appropriate accommodations
- Describe how students with disabilities are included in its accountability system

For more information on *Students With Disabilities*:

<http://www.ed.gov/admins/lead/speced/toolkit/index.html>

# ***New No Child Left Behind Regulations***

## **FY 2009 BUDGET**

On February 4, President Bush released his Fiscal Year 2009 budget request, including \$59.2 billion in discretionary funding for the U.S. Department of Education. The request is the same as last year's appropriation. However, within that total, the agency would receive sizable increases in priority areas -- strengthening the *No Child Left Behind Act*, challenging high school students with rigorous coursework, and making college more affordable -- by reducing funding in other areas, eliminating 47 programs totalling \$3.3 billion, and eliminating 759 earmarks totalling \$328 million. Among the highlights:

The Department's discretionary appropriations have grown by \$17 billion, or 40%, since FY 2001. FOR MORE INFORMATION, PLEASE GO TO:

<http://www.ed.gov/about/overview/budget/budget09/summary/index.html>

State-by-state tables are available at

<http://www.ed.gov/about/overview/budget/statetables/index.html>